KG1

Wendy Cherry

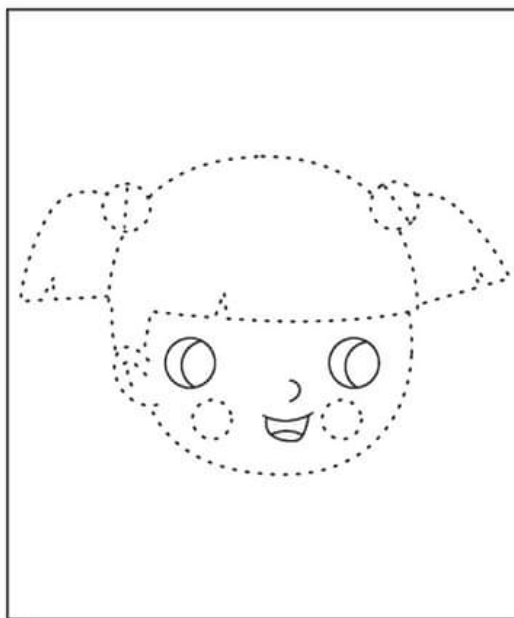
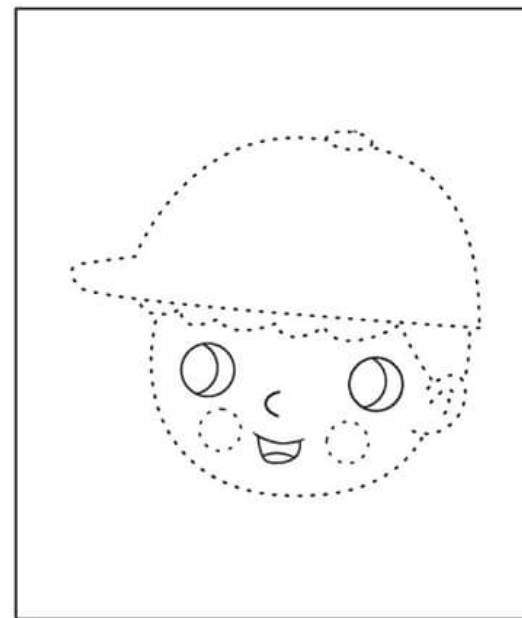
Contents

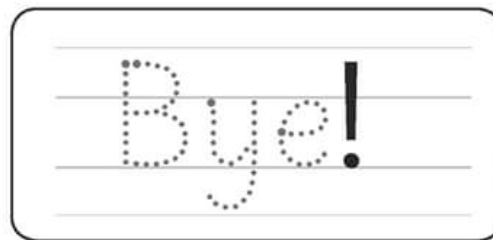
1 Look, read and match

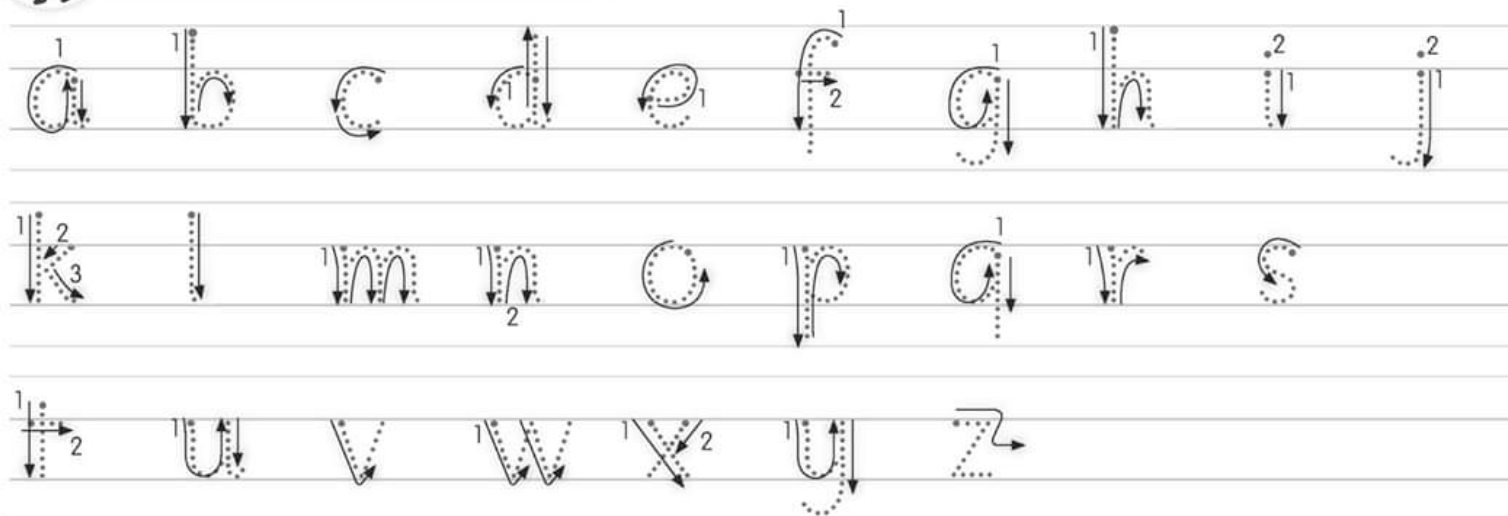
I'm Busy Bee.

I'm Dina.

I'm Adam.

2 Trace, color and say

Busy Bee
Dina

Adam

3 Look, act and say

4 Look, say and trace

5 Listen and point. Then trace

Theme 1

Who am I?

Adam / brother

Dina / sister

Mommy

Daddy

1 Trace, choose and color

① Mommy

②

③

④

①

②

I'm

This is my

1 Trace and match

eye

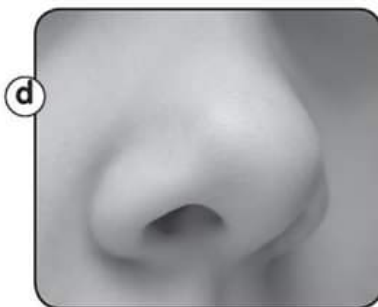
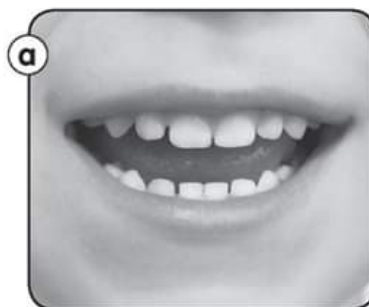
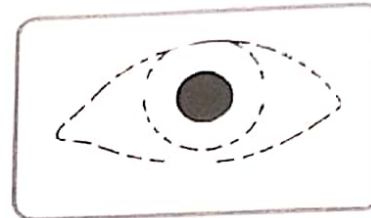
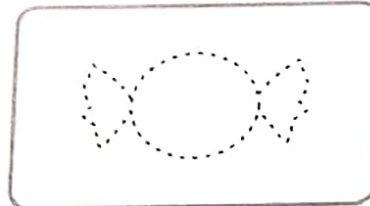
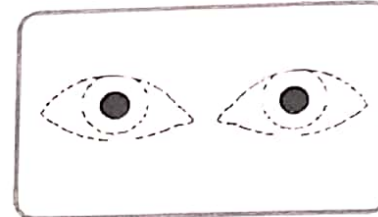
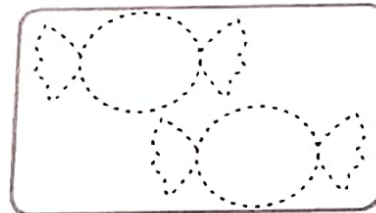
nose

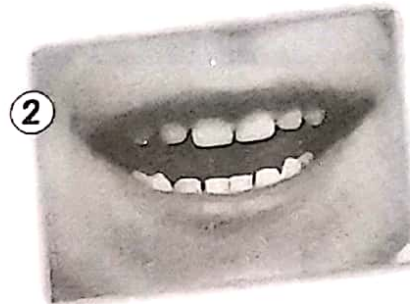
mouth

ear

hair

a
b
c

d
e

1 Trace and write

2 Look, trace and write 1 or 2

2 eyes ... mouth ... nose ... ears

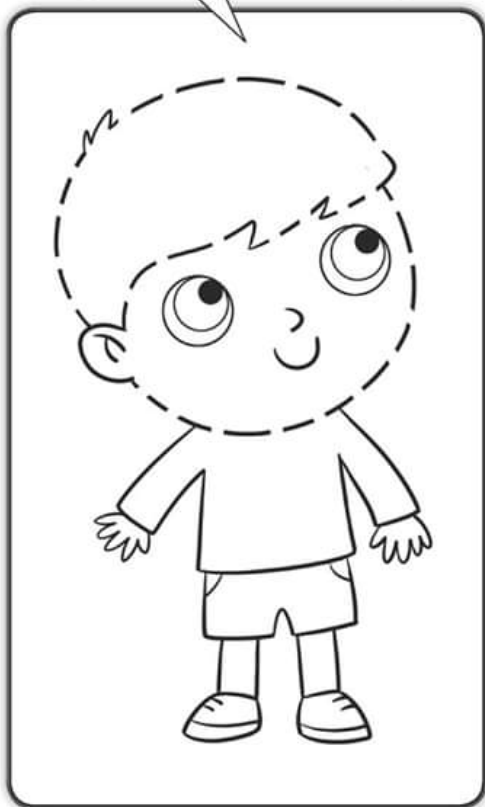
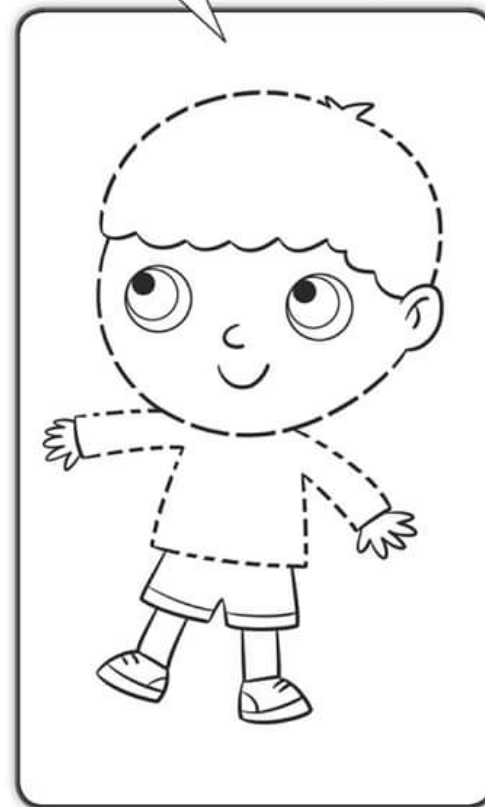
Touch your arm.

arm

leg

hand

foot

1 Read, trace and color

1 Look and match

2 Say

Language: *I (see) with my (eyes).*

Learn sounds with Busy Bee!

1 Circle b in blue and h in green. Say

b h h b h b b h h h b b b h

h b h b h h b b b h b h h

2 Listen and trace. Then say

① bag
② bee
③ hand
④ hair

Learn to write with Busy Bee!

1 Trace, copy and say

① bag bag ag

② Bye! Bye! ye!

③ hand hand and

④ Hello! Hello! ello!

ABCDEFGHIJKLMNOPQRSTUVWXYZ

What color is it?

1 Look, read and color

blue

green

red

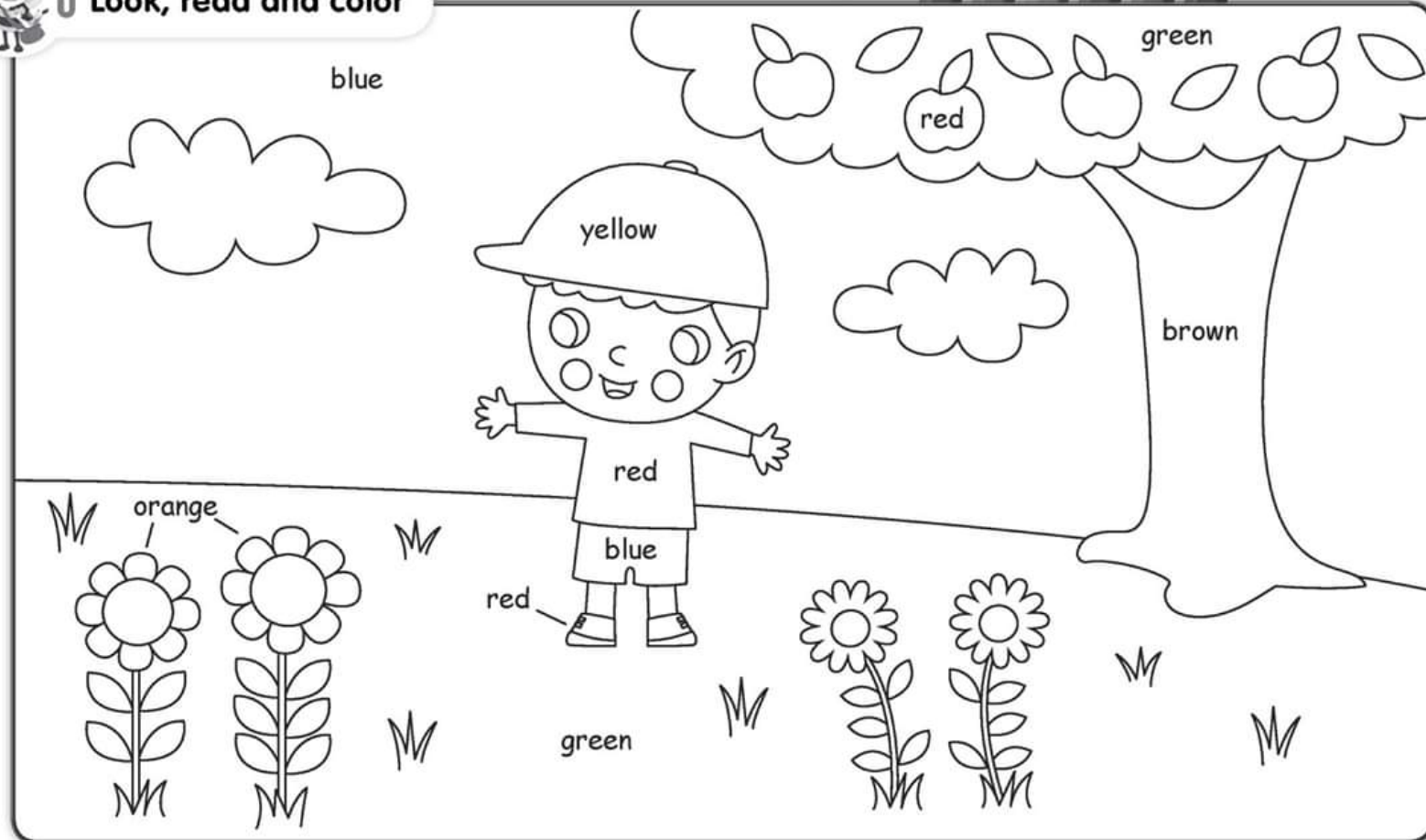
yellow

brown

red

orange

blue

red

green

1 Read and color. Then listen and choose

①

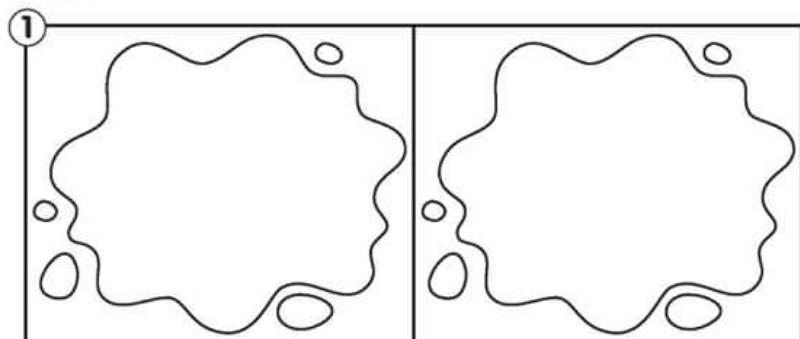
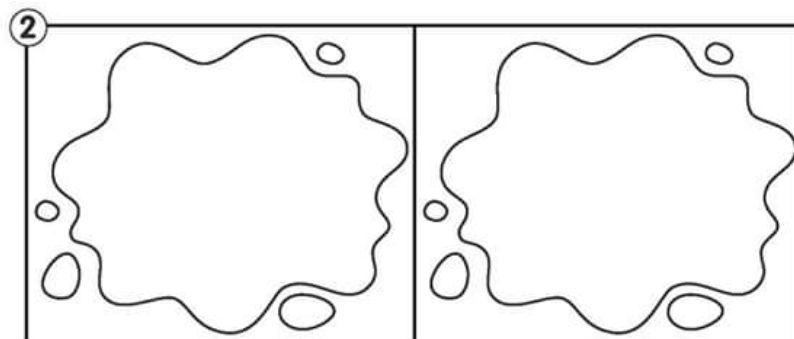
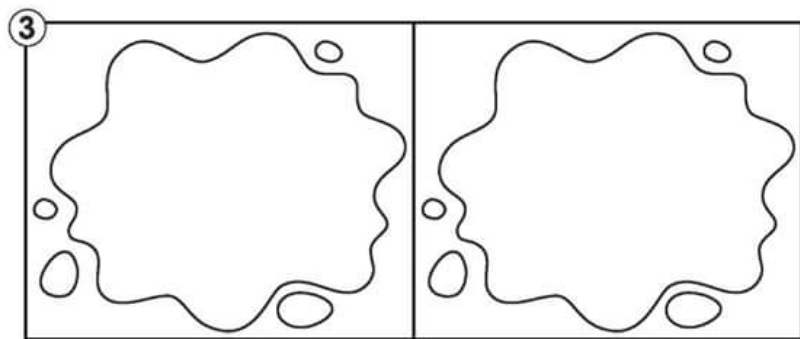
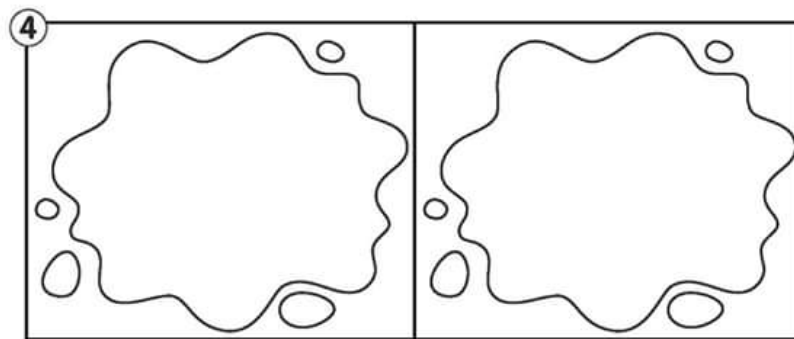
blue ☐ red ☐

②

green ☐ orange ☐

③

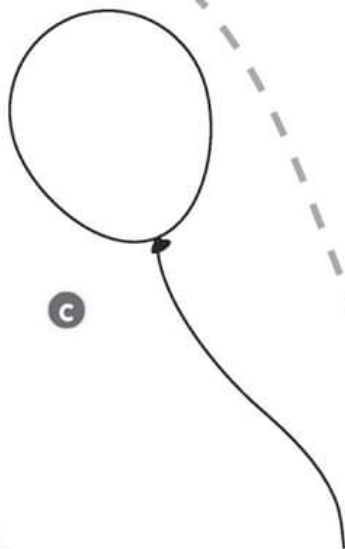
red ☐ yellow ☐

④

blue ☐ green ☐

1 Read and match, then color

① This is my balloon.

② It's for Daddy.

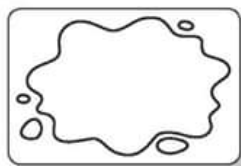
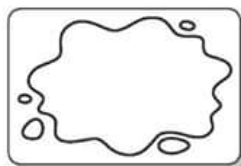
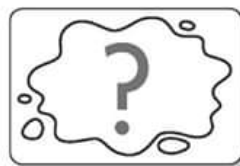
③ It's for Mommy.

④ It's a balloon. It's orange.

b

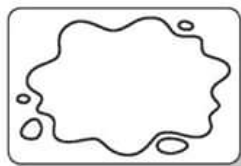
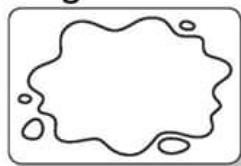
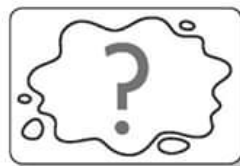
A new color

1 Color. Then mix, say and color

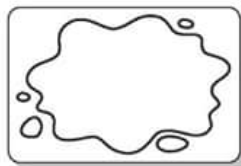
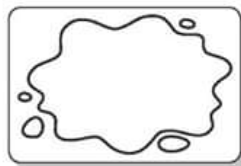
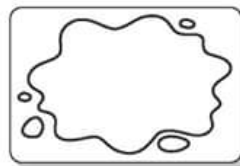
green orange brown

 + =

red + yellow = ...

2

 + =

blue + yellow = ...

3

 + + =

yellow + blue + red = ...

2 Now write

Busy Bee

1 Look and draw Busy Bee

2 ×

1 ×

2 ×

1 ×

2 ×

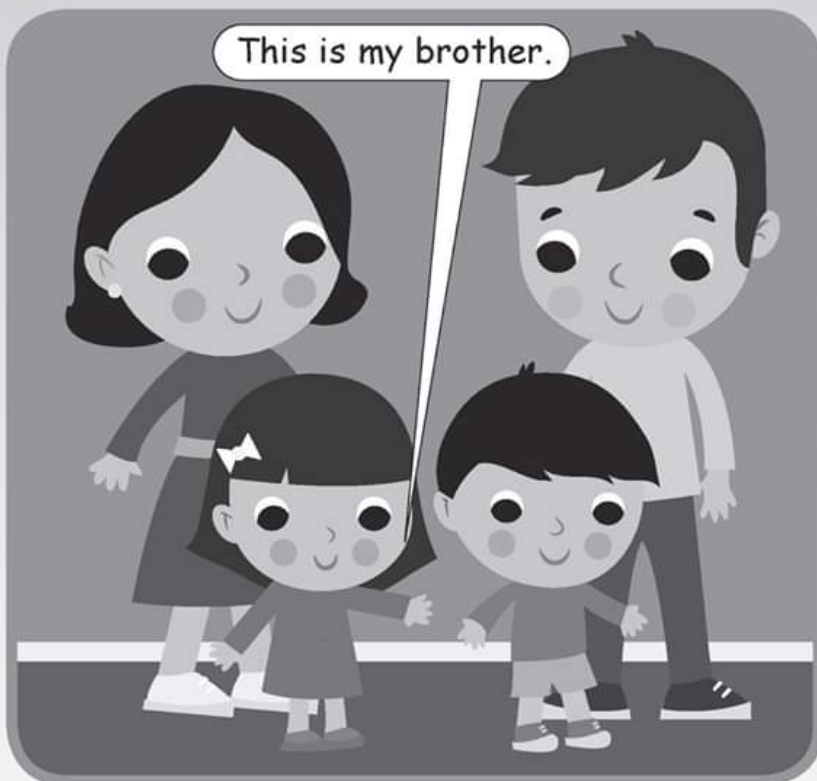
2 ×

2 ×

2 ×

2 Show and say

Show and tell

1 Look and say

2 Think and color

Unit 1

3 Color, cut and stick

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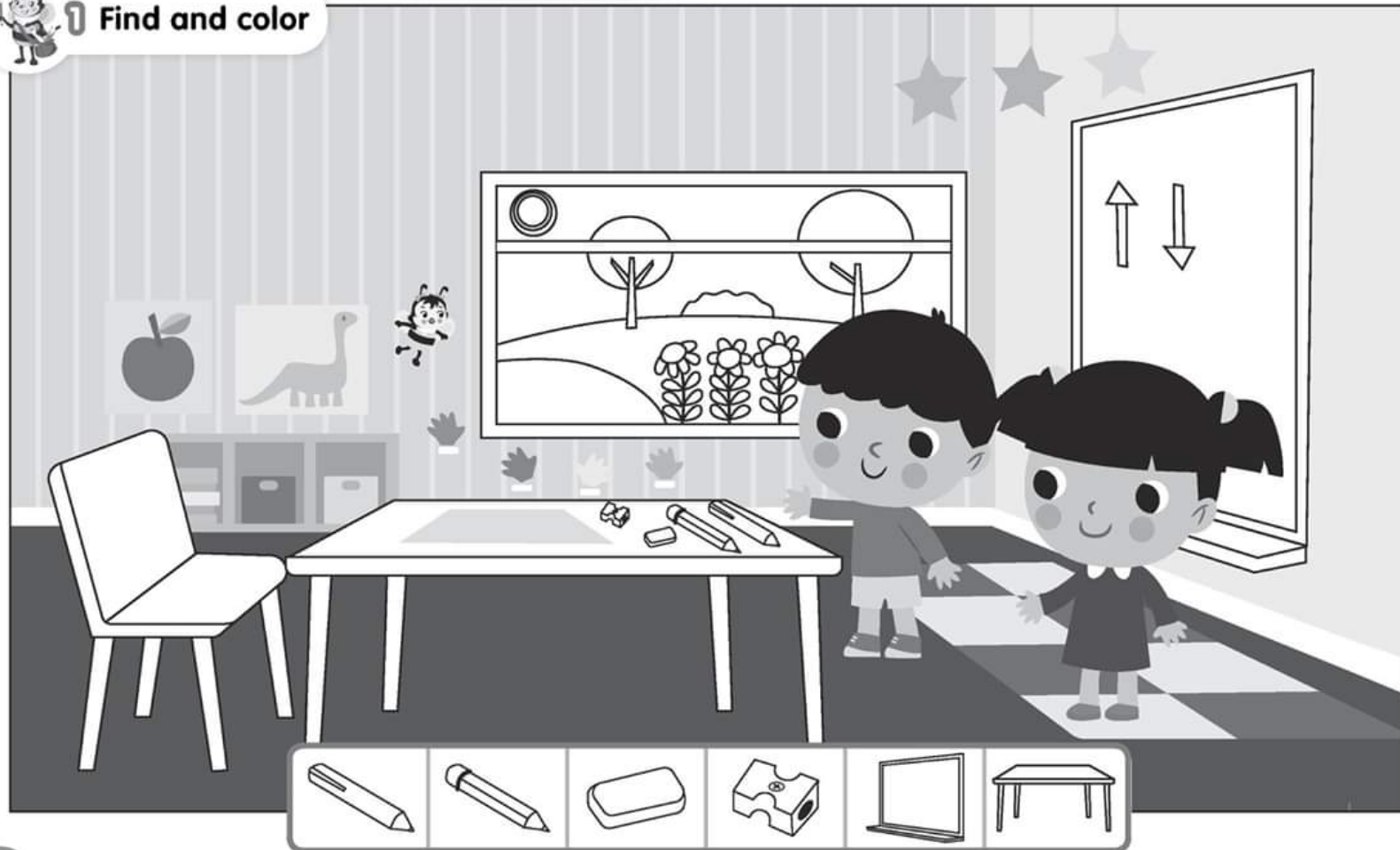
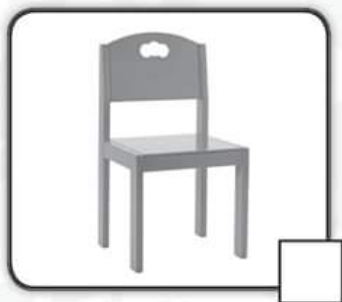
Teacher assessment ○ ○ ○ ○

Unit 2 In my classroom

1 Find and color

1 Match and trace

1 **Read and trace. Then choose**

① This is a pen.

② This is a table.

③ This is an eraser.

3

4

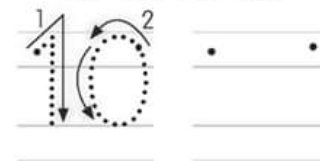
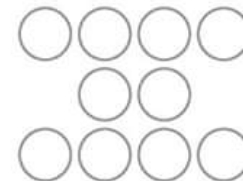
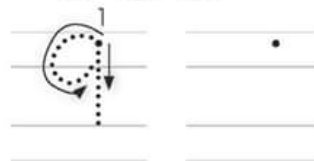
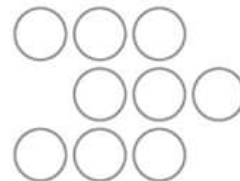
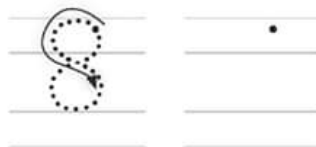
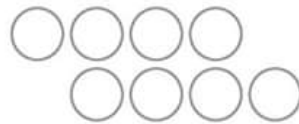
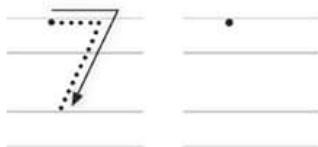
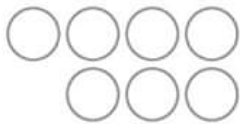
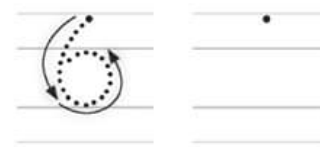
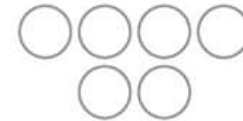
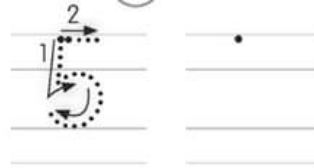
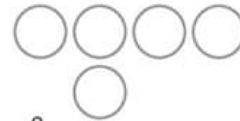
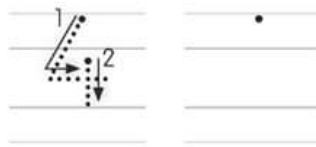
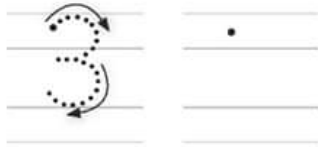
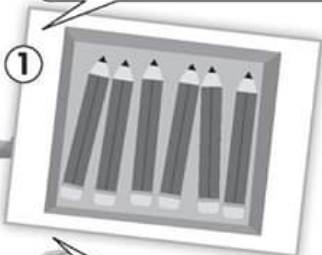
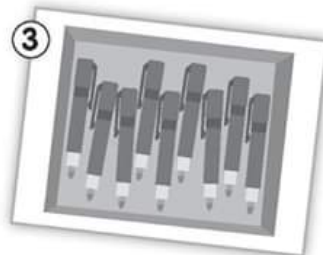
5

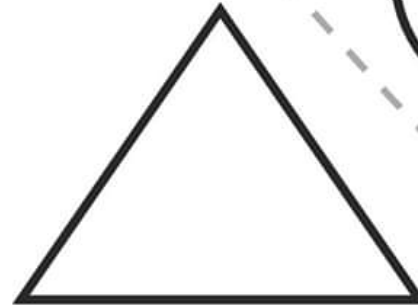
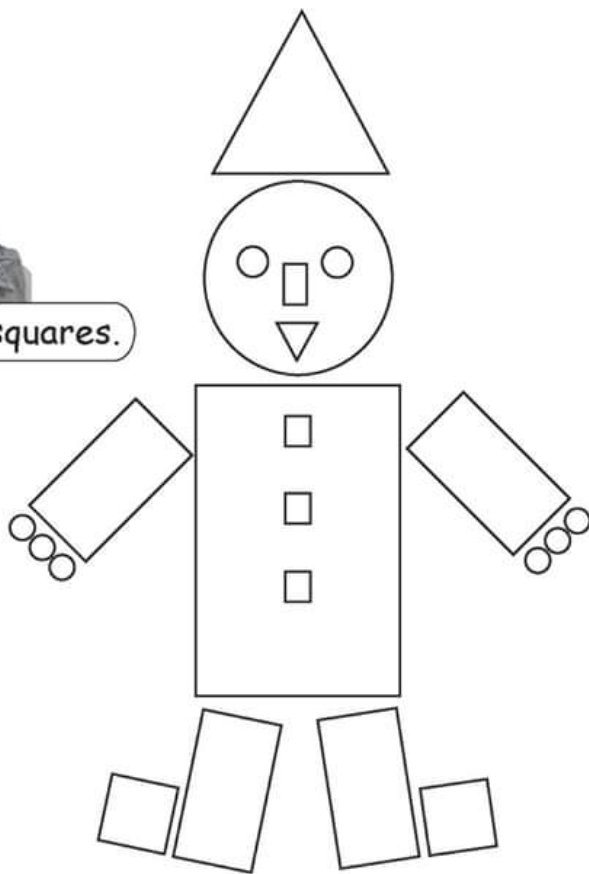
6

7

8

9

10

1 Ask and answer. Then match

2 Count to ten

1. A square has **two** / **four** equal sides.
2. A rectangle has **two** / **three** short sides and **two** / **three** long sides.
3. A triangle has **three** / **four** sides.
4. A **circle** / **square** is round.

1 Count, color and say

5

Language: *I can see 5 squares.*

1 Read, find and number

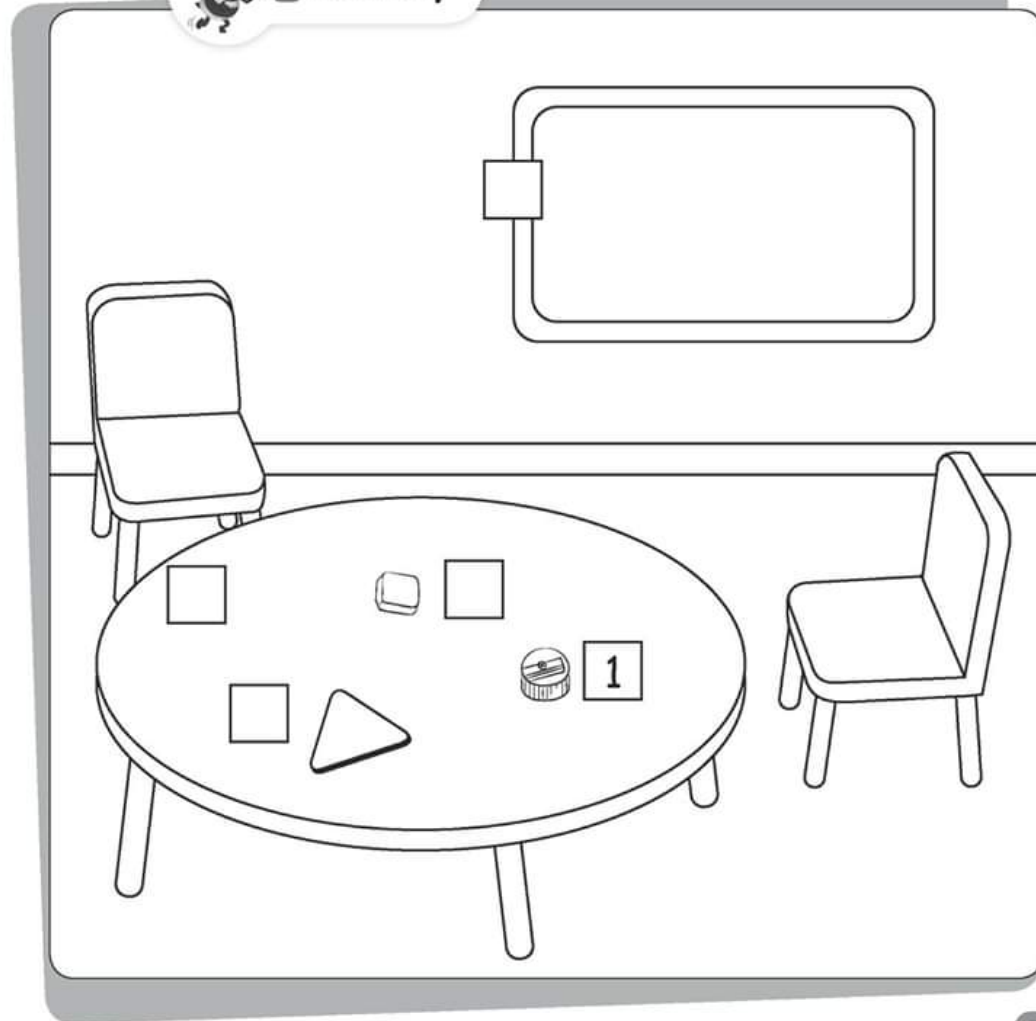
① The sharpener is a circle.

② The eraser is a triangle.

③ The table is a circle.

④ The eraser is a square.

⑤ There's a board. It's a rectangle.

2 Now say

Learn sounds with Busy Bee!

1 Listen and trace. Then say

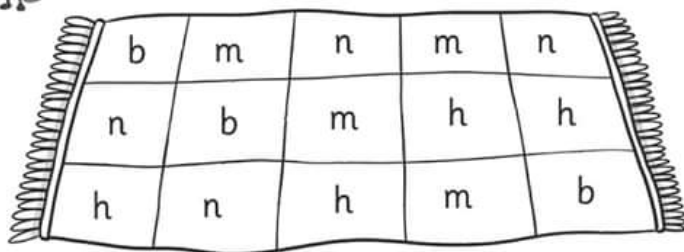
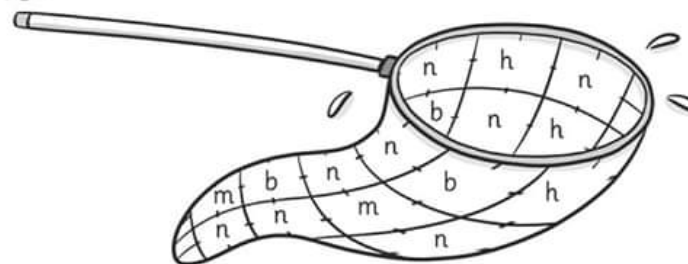
mouth

nurse

Maha

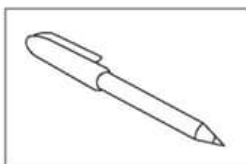
Nour

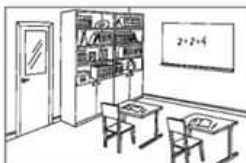
2 Find m and color

b	m	n	m	n
n	b	m	h	h
h	n	h	m	b

3 Find n and circle

abcdefghijklmnopqrstuvwxyz

Phonics: the *m* and *n* sounds

Learn to write with Busy Bee!

1 Trace, copy and say

pen pen

Maha Maha

classroom

Nour Nour

ABCDEFGHIJKLMNOPQRSTUVWXYZ

People who help us

1 Look, match and say

①

A teacher

②

A librarian

③

A nurse

helps me

a

feel better.

b

find books.

c

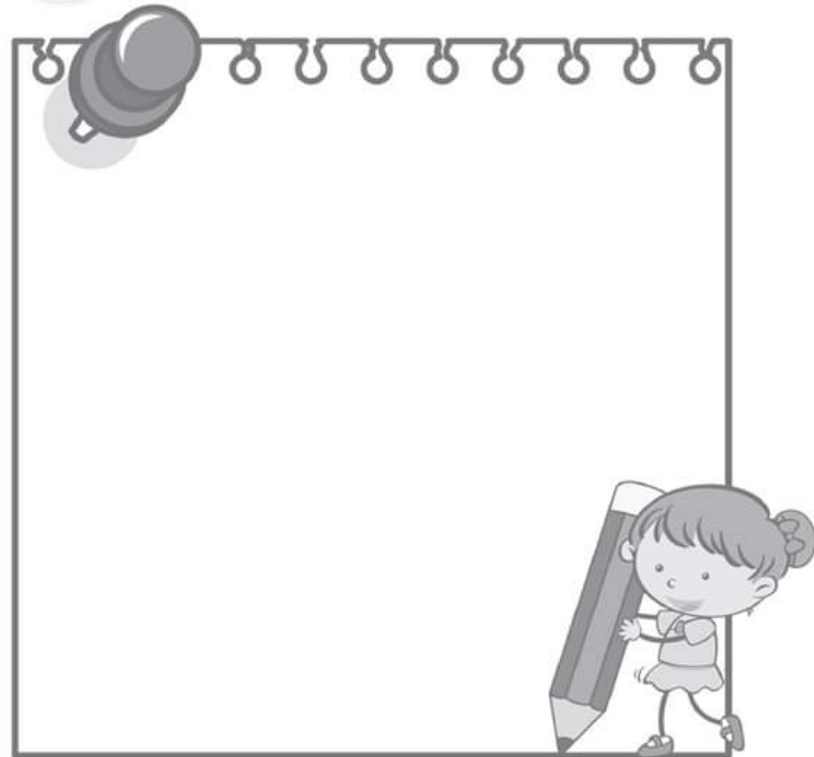
write.

Language: *A teacher helps me write.*

1 Look and put a (✓) or (✗)

2 Draw and say

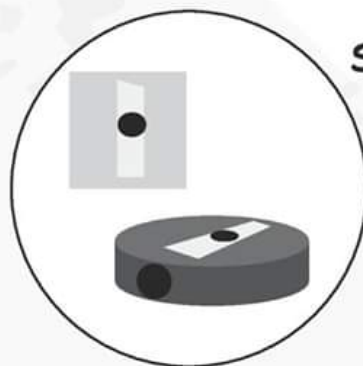
3 Trace

I help my friend.

Comprehension

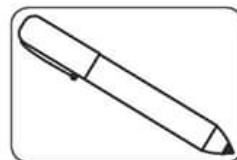
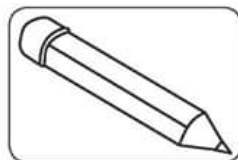
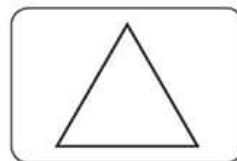
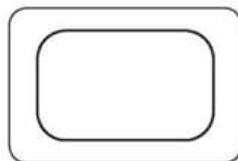
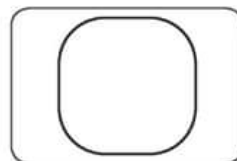
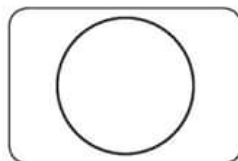
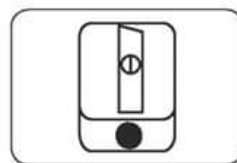
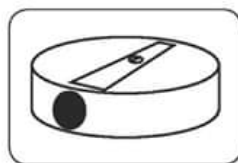
1 Listen and choose. Then draw and color

eraser

pen

sharpener

1 Color the items. Then ask and answer

Which sharpener do you want?

I want the green, round one.

My friend wants the green, round sharpener.

Language: *Which sharpener do you want? I want the green, round one.*

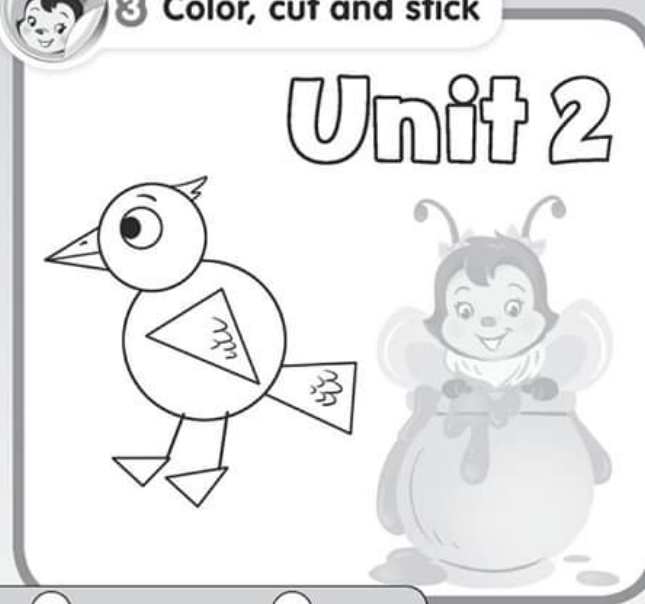
A shape picture

Project: *It's a (house). It's a (red square) and a (blue triangle).*

Show and tell

1 Look, color and say

2 Think and color

3 Color, cut and stick

Teacher assessment

Go to page 85

My little story book

(Cut and fold to make a story book.)

It's yellow! I like yellow.

The balloon

This is my balloon. It's red.

fold

It's a circle.

Oh no!

Theme 2 The world around me

Unit 3

Our animals

1 Look and number

2 Now color

1

① ②   ③ ④ ⑤ ⑥ ⑦

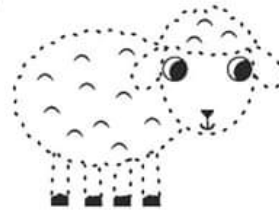
1 Trace, color and say

①

rabbit

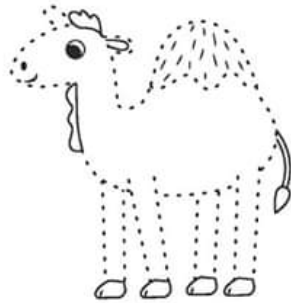
②

cat

③

sheep

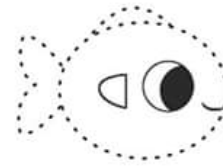
④

horse

⑤

camel

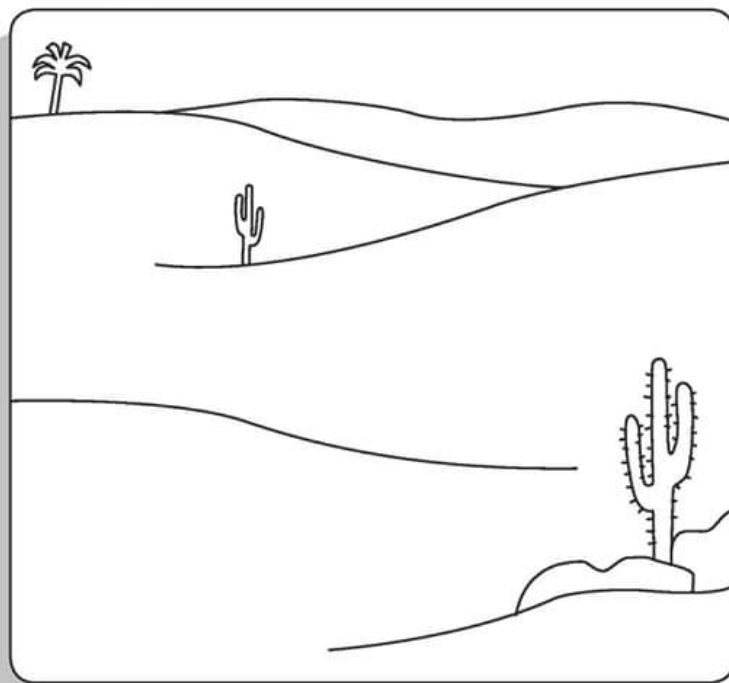
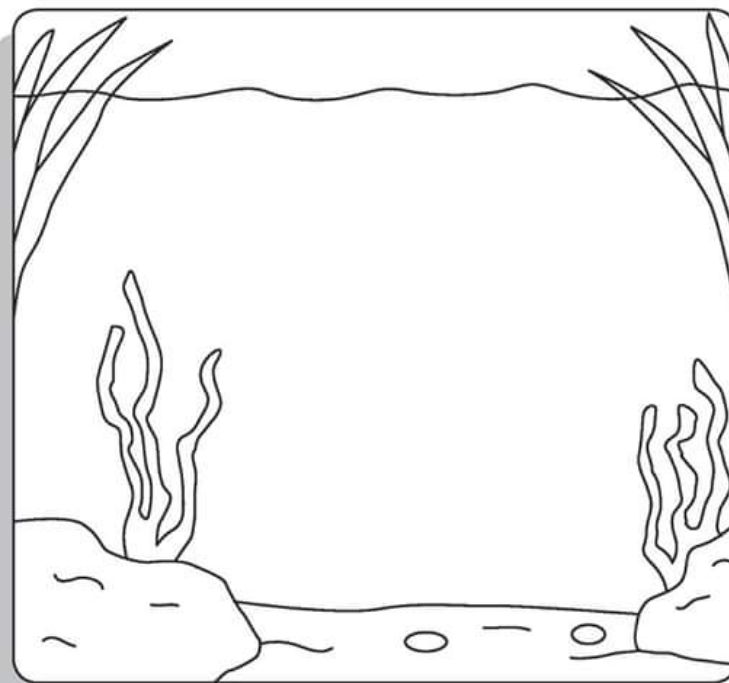
⑥

frog

⑦

fish

Where do camels live?

1 Read and choose. Then cut, color and stick

Camels live ...

on land

in water

Go to page 83

1 Circle and say

1

land / water

2

land / water

3

land / water

4

land / water

5

land / water

6

land / water

7

land / water

Language: *(Rabbits) live (on land).*

1 Read, trace and match

Living things grow.

Living things breathe.

Living things eat.

1 Sort and write

eat	don't eat	grow	don't grow	don't breathe	breathe

① Living things

① eat

②

③

② Non-living things

① don't eat

②

③

Language: *Living things grow.*

1 **Draw your favorite animal**

My favorite animal is the ....

2 **Ask and answer. Then draw your friend's favorite animal**

My friend's favorite animal is the ....

Language: *What's your favorite animal? My favorite animal is (the cat).*

Looking after Mango

1 Listen and choose

2 Read and trace

I look after Mango.

pP rR Learn sounds with Busy Bee!

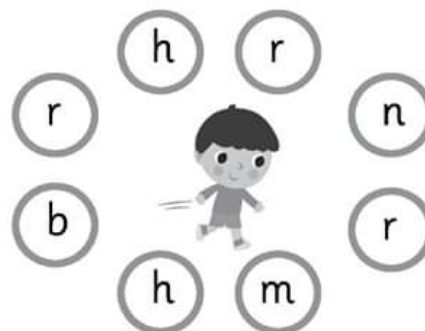
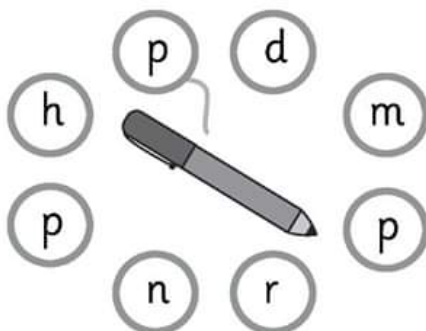
1 Listen and trace. Then say

pan

run

Peter

Reem

2 Look and match

abcdefghijklmnopqrstuvwxyz

Learn to write with Busy Bee!

1 Trace, copy and say

panda panda

Pyramids Pyramids

run run

Reem Reem

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Growing up

1 Match and say

①

②

③

④

baby	child	teenager	adult

2 Read and complete

I'm a ....

1 Cut, order and stick

①

②

④

③

Go to page 83

A baby frog!

1 Look, read and put a ✓

① A frog is ...

living | non-living

② Baby frogs ...

don't grow | grow

③ A baby frog needs ...

food | animals

What do frogs need?

1 Look and put a ✓ or ✗

1

2

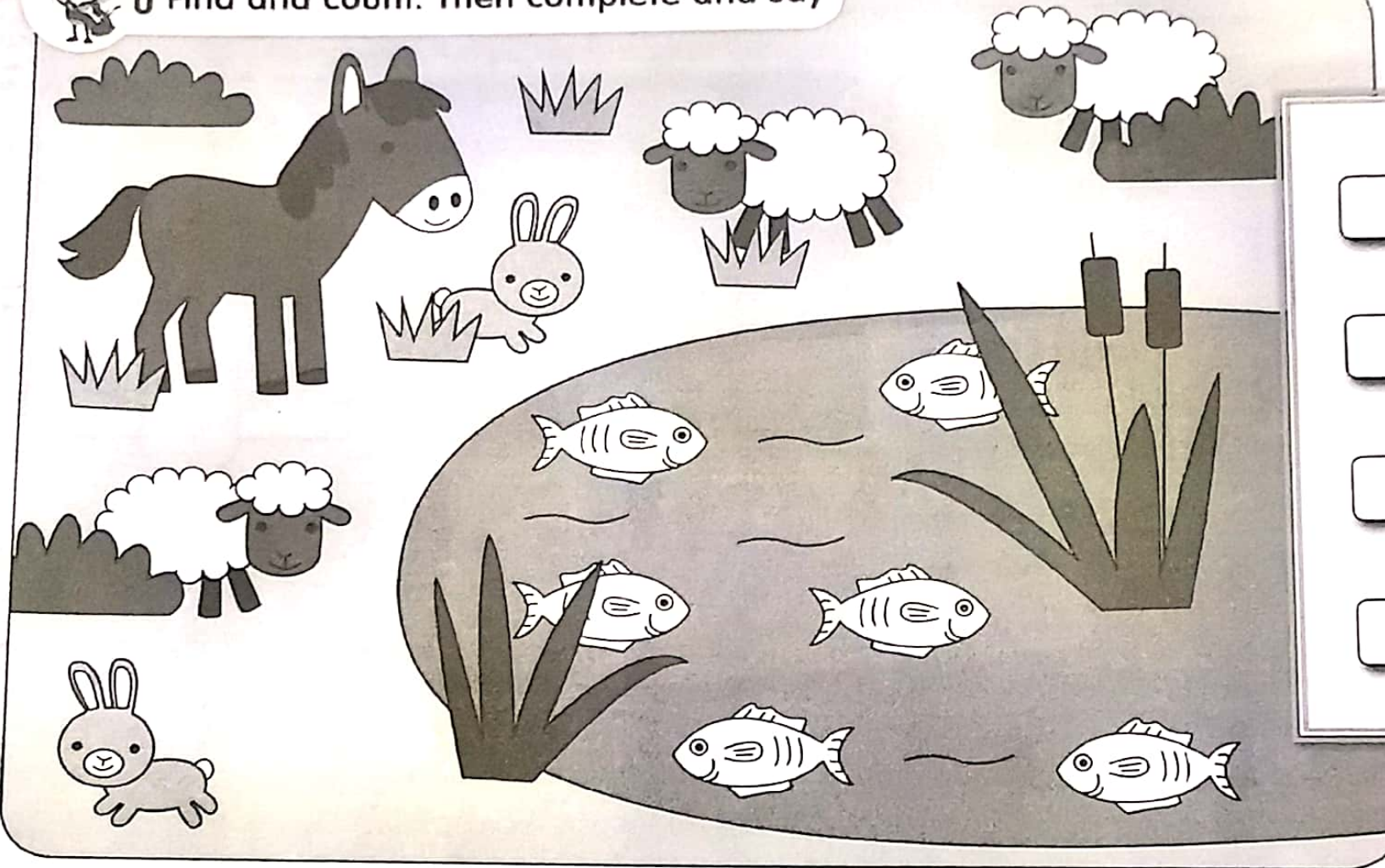
3

4

2 Trace and read

We look after animals.

On the farm

1 Find and count. Then complete and say

- [ ] horse
- [ ] rabbits
- [ ] sheep
- [ ] fish

Show and tell

1 Draw and color, then say

This is a horse. It's brown.

2 Think and color

Unit 3

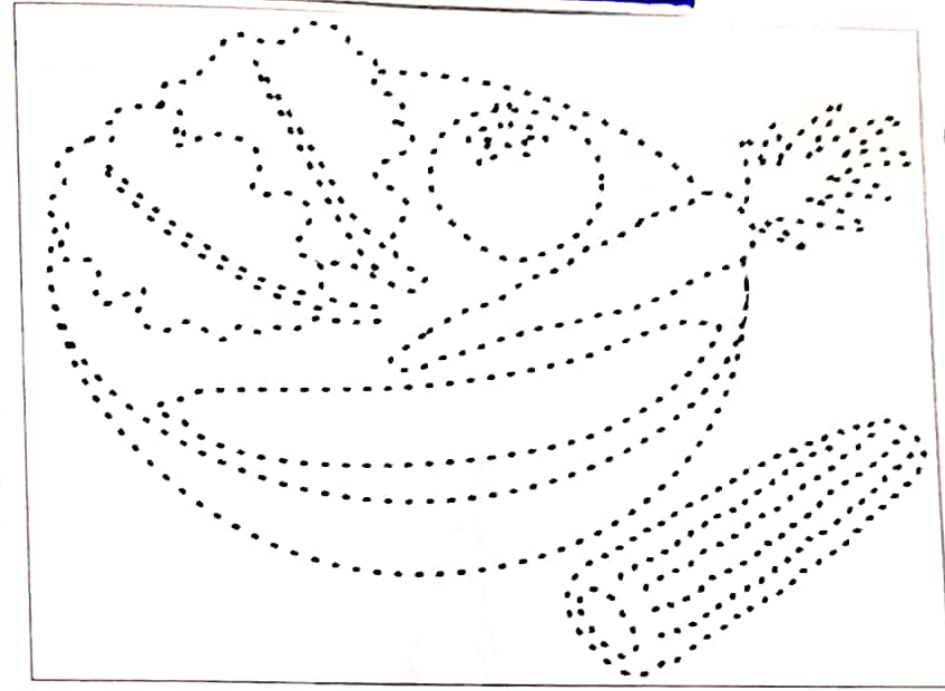
3 Color, cut and stick

Unit 3

Teacher assessment

1 Listen, find and number. Then say

1 Trace, match and color

1. carrot
2. tomato
3. cucumber
4. lettuce
5. corn
6. salad

Vocabulary: *carrot, corn, cucumber, lettuce, salad, tomato*

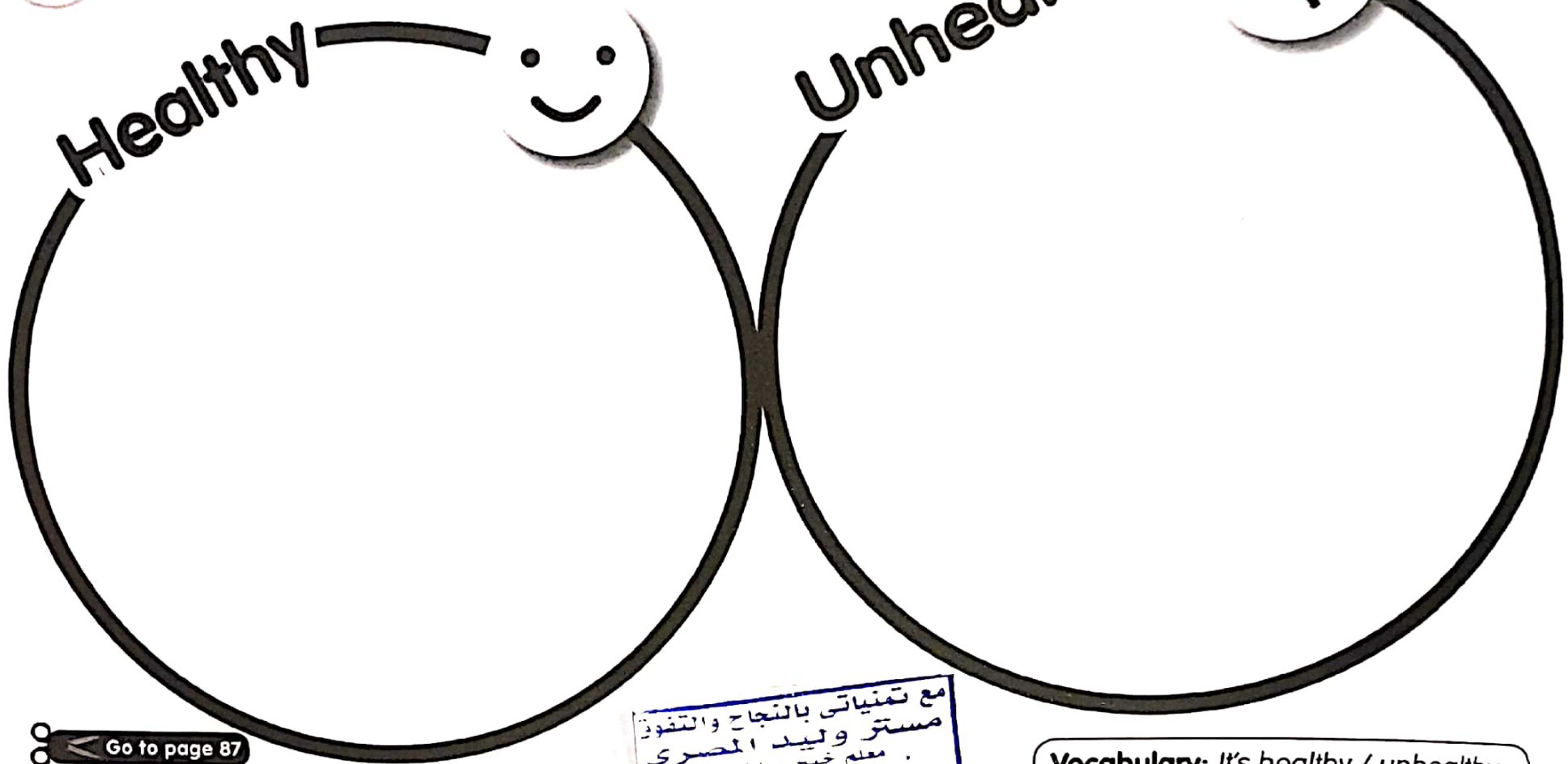
Healthy or unhealthy

1 Cut, color and stick. Then point and say

Go to page 87

Vocabulary: *It's healthy / unhealthy.*

Let's wash our hands!

1 Color, think and say

مع تمنياتي بالنجاح والتفوق
مستر وليد المصري
معلم خبير رياضيات
م: ٠١٢٢٩٤٧٦٩١٤٨
Connect with Science
4
1 Read, match and say
1
2
3
4
sea
rain
cloud
puddle
58

Sun and rain

1 Listen and trace

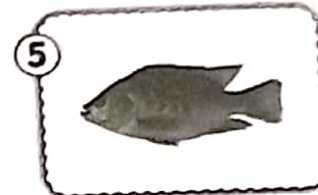
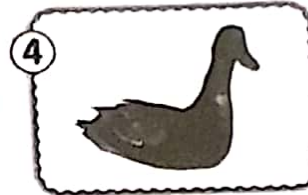
2 Draw and color

sun

rain

tomatoes

1 Read, match and say

1.
2.
3.
4.
5.
6.

a river b duck c bottle d water e frog f fish

2 Listen, count and sort

one syllable	two syllables
1 frog	1 river
2	2 ....
3	3 ....

Issues: Environmental awareness

Sorting

1 Listen, draw and color

Animals	Colors	Food

dD sS Learn sounds with Busy Bee!

1 Listen and trace. Then say

① dog

② sad

③ Daddy

④ Sara

2 Look and choose

① d / s

② d / s

③ d / s

④ D / S

⑤ d / s

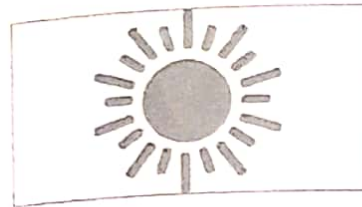
⑥ d / s

Phonics: The *d* and *s* sounds

abcdefghijklmnopqrStuvwxyz

Learn to write with Busy Bee!

1 Listen and trace. Then say

sun

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Phonics: The *d* and *s* sounds

What color is it?

1 Trace and color. Then point, ask and answer

1
orange

2
blue

3
red

4
yellow

5
green

6
gray

7
black

8
brown

9
white

1 Trace and draw

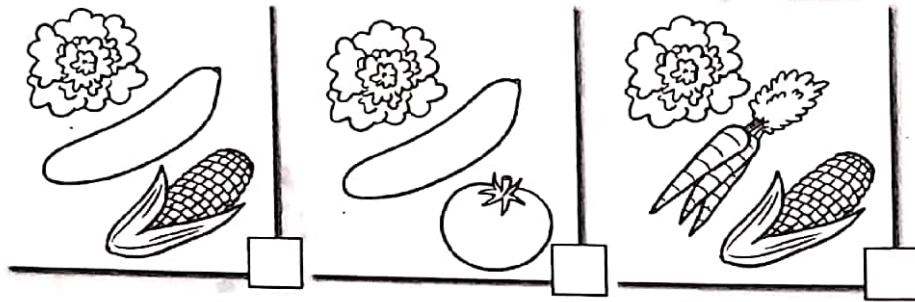
It's summer.

It's winter.

Let's help

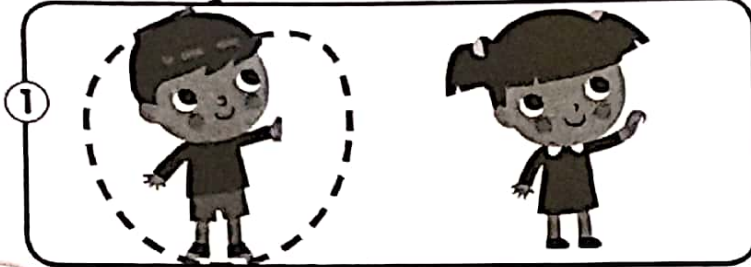
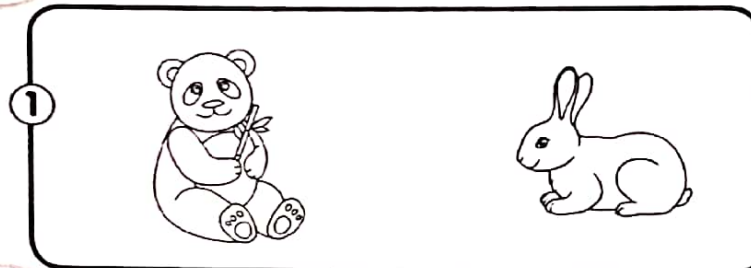
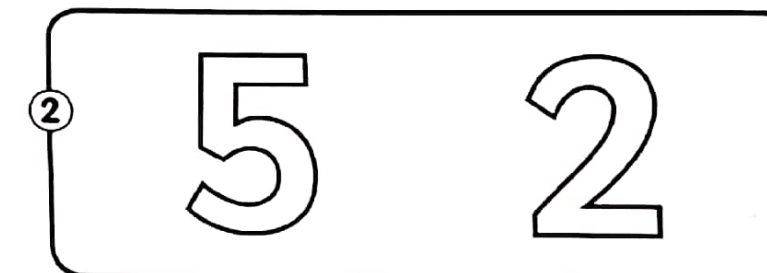
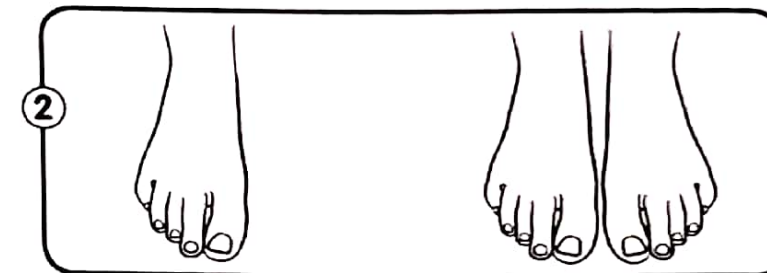
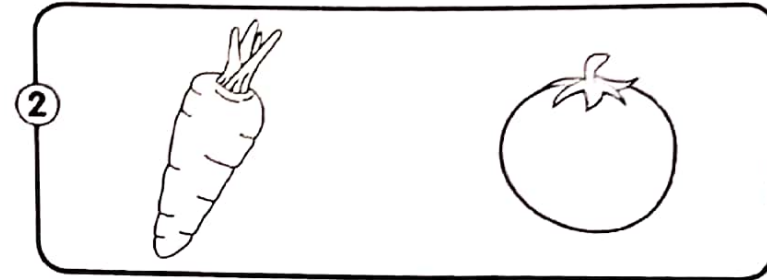
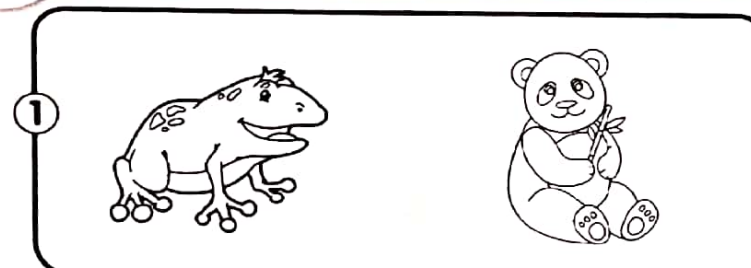
1 Read, ✓ and color

①

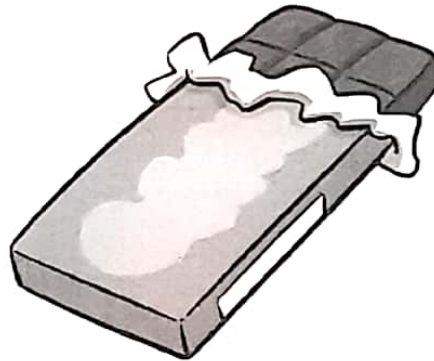
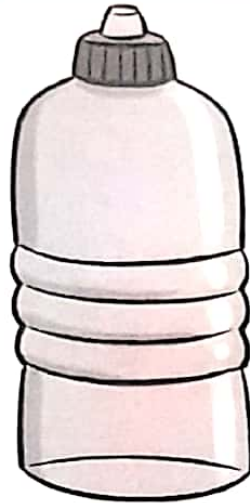
We have **corn, carrots** and **lettuce.**

②

We need **two tomatoes** and **one cucumber.**

1 Look and number

1 Listen and circle the first word

2 Listen and circle the last word

3 Listen and circle the repeated word

Show and tell

1 Look and say

It's healthy / unhealthy.

2 Think and color

Unit 4

3 Color, cut and stick

Go to page 85

Teacher assessment

A carrot, a duck and a puddle.
Rain is good.

fold

My name: ______________

The rain

Rain is good for carrots.

fold

The Boys and the Frogs

1 Look and write

frog boy

....

....

1 Listen and number

2 Now say

1

1 Look and read

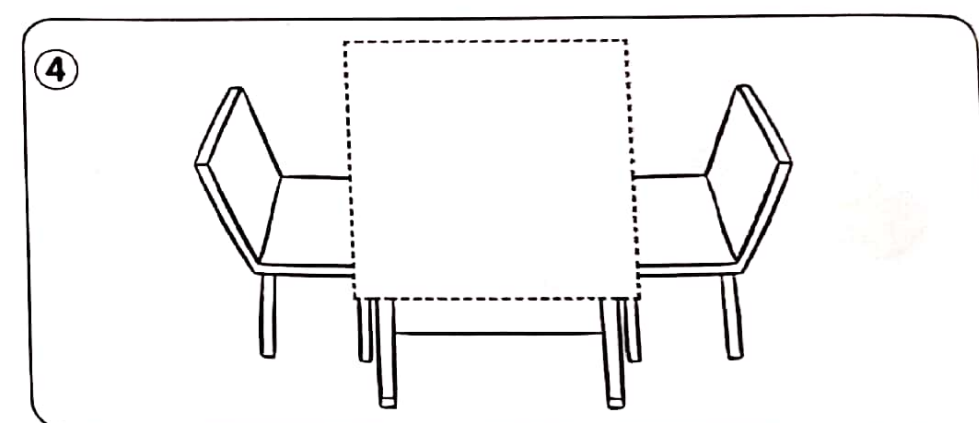
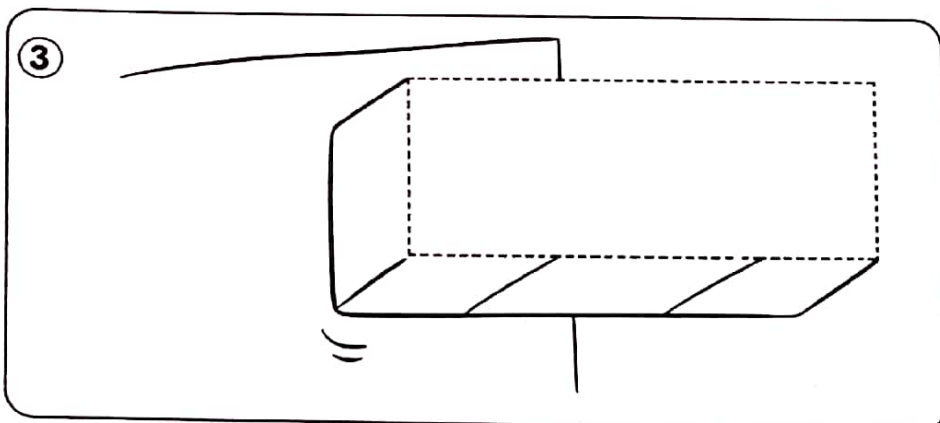
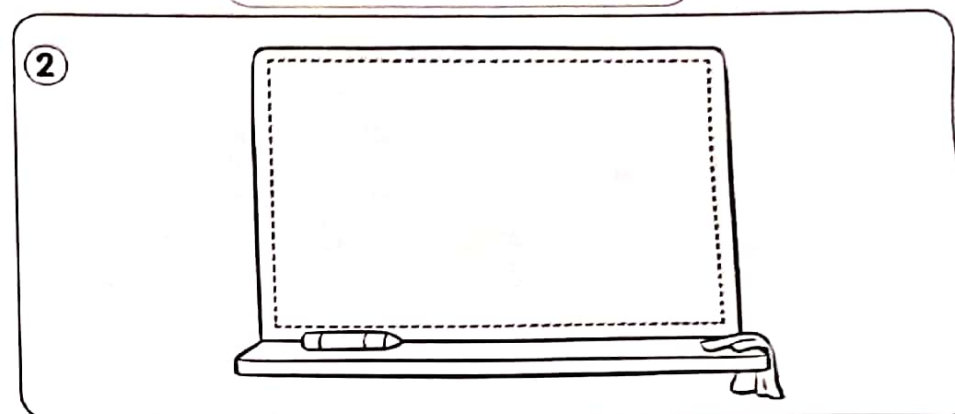
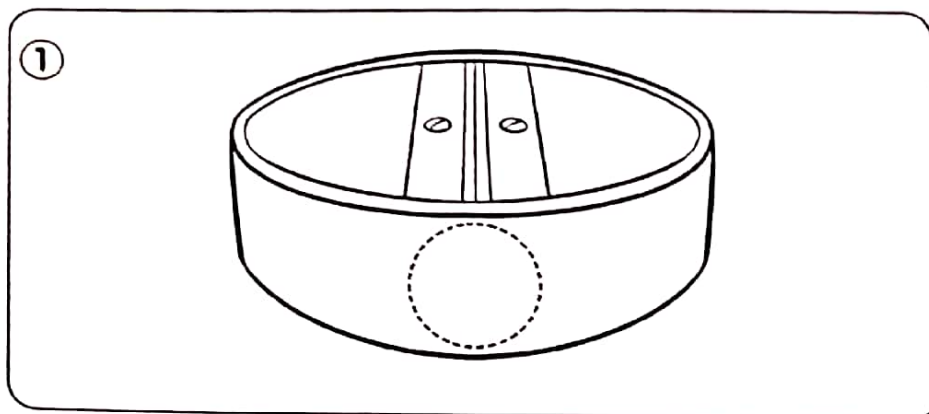
We are happy frogs.

2 What makes you happy? Draw and say

Review 1

Revision of vocabulary from units 1–4

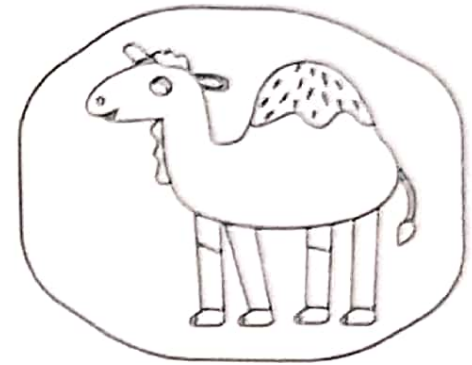
1 Trace and color. Then point and say.

This is a sharpener.
It's red. It's a circle.

Revision of vocabulary from units 1–4

1 Listen, trace and say. Then look and write

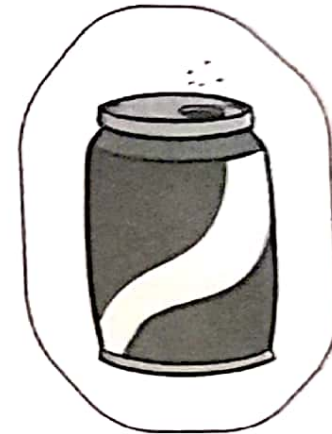
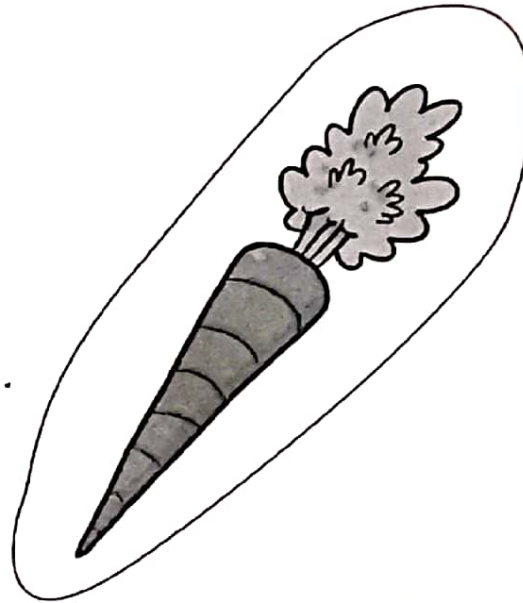
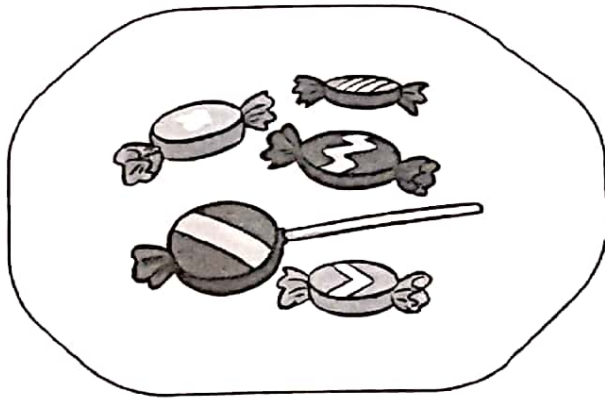
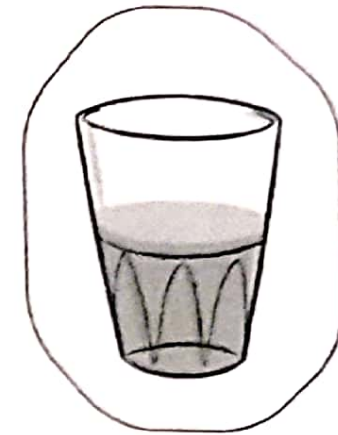
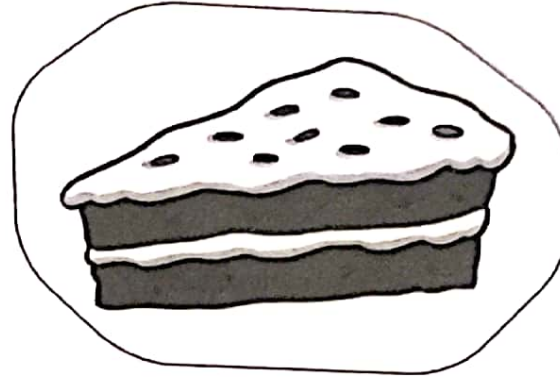
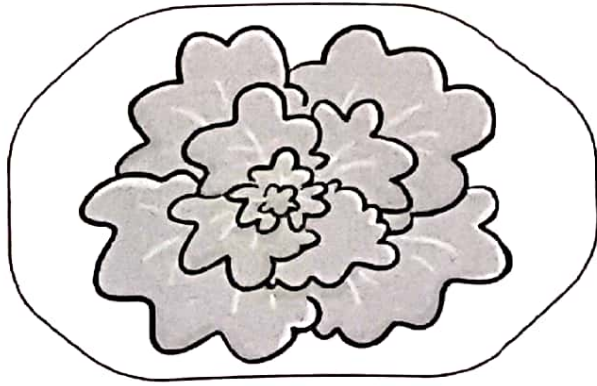
h b m n p r d s

1. bag
2. at
3. outh
4. urse
5. an
6. un
7. og
8. ix

Revision of sounds from units 1–4

Unit 4 Our world

Unit 3 Our animals

Unit 2 In my classroom

Unit 1 This is me!

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.